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ABSTRACT

This document presents the findings of the resource group in charge of the special needs of minority students in higher education for the master plan for higher education in the state of Connecticut. Specific areas addressed by the group include (1) equal access to higher education for minorities in Connecticut; (2) equal opportunity and the professional staff; (3) the credibility gap and the Commission for Higher Education; (4) minority representation on governing boards; (5) changes in admissions policies for minority students; and (6) minority representation in supportive services.

(HS)

ED 074903

EQUAL OPPORTUNITY

SPECIAL NEEDS OF MINORITIES IN HIGHER
EDUCATION AND METHODS OF MEETING NEEDS

The Report of
RESOURCE GROUP VII
A Discussion Paper for the
MASTER PLAN FOR
HIGHER EDUCATION IN CONNECTICUT

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION

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Document #15
February 1973

Note: This report is the work of the Resource Group; the reader is reminded that the recommendations made in this report are not necessarily opinions or positions of the Commission for Higher Education or any other group.

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HE003970



STATE OF CONNECTICUT
COMMISSION FOR HIGHER EDUCATION

P.O. Box 1320 HARTFORD, CONNECTICUT 06101
AREA CODE 203 566-3913

February, 1973

To the Reader:

The 1972 General Assembly passed Public Act 194 which directed the Commission for Higher Education to develop a Master Plan for Higher Education in Connecticut by January 1974. In response, the Commission determined a structure designed to insure broadly based participation in the development of the plan. An overview of that structure is contained in the following document.

One of the most important elements of the Master Plan structure is the Resource Groups. Since September 1972, these groups, made up of over two hundred persons, have addressed themselves to major topics for the Master Plan. The reports of these groups have been made available to public boards of higher education with the request that the reports be disseminated to the chief executives and to the chief librarians of each institution and that the broadest discussion possible of the resource groups' topics be encouraged among faculty, students and interested groups. In addition, copies are being made available through public libraries and to organizations and governmental agencies which might be interested. Because the supply of the reports is limited, any interested individuals are permitted to reproduce any or all reports.

This report is one of eight Resource Group Reports. It should be recognized that the topics assigned to the Resource Groups are not mutually exclusive. Therefore, the reader is encouraged to read all eight reports.

The Commission for Higher Education is most grateful to the many Individuals who gave freely of their time and energies serving on Resource Groups. The excellent groundwork they have provided in their reports will facilitate the deliberations of additional groups and individuals as the process of the Master Plan development continues.

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Stuart Smith, Office of the Governor
Senator Ruth O. Truex

REVIEW AND EVALUATION GROUP

Samuel M. Brownell

Consultant on Urban Education, Yale University

John J. Driscoll, President

Connecticut State Labor Council, AFL-CIO

The Reverend Edwin R. Edmonds

Dixwell Avenue Congregational Church, New Haven

Theodore F. Hogan, Jr., Chairman

State Commission on Human Rights and Opportunities, New Haven

Arthur Howe, Lyme

Carmine R. Lavieri

Secretary, Connecticut Bar Association, Winsted

Ms. Laura M. Pope, Executive Director

Connecticut Association of Boards of Education, Inc., Hartford

Dennen Reilley, West Hartford Public Schools, West Hartford

Mabel Murphy Smythe, Phelps-Stokes Fund, New York

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Mary Ellen Stanwick, Special Assistant

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David Basch, Board of Trustees for State Colleges

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W. Lewis Hyde, Connecticut Conference of Independent Colleges

Stanley Macklow, Norwalk State Technical College

Bernard Shea, Board of Trustees of Regional Community Colleges

Sally A. Morgan, University of Connecticut

INTRODUCTION

The following report has been prepared by the Resource Group for consideration by the Commission for Higher Education as it develops a Master Plan for higher education in Connecticut. To insure clear understanding of this report a number of points should be emphasized:

- The findings and recommendations are the considered judgment of the Individual Resource Group. They do not necessarily represent an opinion or position of the Commission for Higher Education or any other group such as the Management/Policy or Review and Evaluation Group.
- This report is one of eight reports. The Resource Group reports, as a whole, are position papers for consideration in the development of the Master Plan. They should not be construed as constituting a first draft of the Master Plan. Subsequent to further discussion and comment, the recommendations made in reports may be retained, revised, or deleted in the Master Plan.
- The recommendations of the group may conflict with recommendations made by other groups. The reconciliation of conflicting recommendations will be considered in the process of developing a draft Master Plan.
- The development of a Master Plan is a dynamic process requiring continuing input from many sources. Although the Resource Group reports provide an important source of judgments about the elements of the plan, additional reaction, comment, and thought is required before an initial draft of the Master Plan can be completed.

All questions and comments concerning this report should be addressed to Master Plan Staff Associates, c/o The Commission for Higher Education, P. O. Box 1320, Hartford, Connecticut 06101.

PROCESS OF THE MASTER PLAN

Groups Involved in the Master Plan

- I. Commission for Higher Education: The State's coordinating agency for higher education was requested by the General Assembly (P.A. 194, 1972) to develop, in cooperation with the boards of trustees of the constituent units of the public system, a Master Plan for Higher Education in Connecticut. The plan is to be completed and submitted to the General Assembly by January, 1974.
- II. Management/Policy Groups: A steering committee for the Master Plan process; membership consists of the chairmen of the boards of trustees for the constituent units, and the president of the Connecticut Conference of Independent Colleges. Liaison representation from the Governor's office and from the General Assembly are also represented.
- III. Resource Groups: These groups are charged with developing position papers on specific topics for utilization in the development of a Master Plan. Membership is proportionately balanced between the higher education community and non-academics to insure that a broad spectrum of viewpoints be represented in group deliberations. Each group was assigned specific questions by the Management/Policy Group. In addition, each group was encouraged to address any other questions as it saw fit.
- IV. Review and Evaluation Group: A group invited to review, evaluate, and make comments on the Resource Group reports and successive drafts of the Master Plan. Ten members represent a wide spectrum of the state's business and public interest activity and three ex-officio members are from state government.

- V. Master Plan Staff Associates: Each of the constituent units of the public system and the Connecticut Conference of Independent Colleges have provided staff support for the Master Plan project. The staff associates serve a dual function: (1) each staff associate provided staff assistance to a Resource Group and, subsequently, (2) the staff associates will, in collaboration with the Commission staff, prepare the draft of the Master Plan.
- VI. Constituent Unit Boards of Trustees, Including Faculty, Students and Administration: All boards of trustees of the higher education system are asked to review carefully the Resource Group reports and the Master Plan drafts to follow. It is expected that each institution will encourage the fullest possible discussion among faculty, students, and administrators.
- VII. The Public: In addition to the higher education constituencies noted above, a vital input to the Master Plan is the participation of all who are interested, including: individuals in industry, labor, minorities, professionals -- in short, all organizations and individuals interested in higher education. Comments are invited at any stage of the development of the Master Plan. However, for consideration for the initial draft of the Master Plan, comments must be received by April 1973 and in the final draft of the Master Plan by September 1973.

AN OUTLINE OF ACTIVITIES FOR THE DEVELOPMENT OF THE MASTER PLAN

Activity

1. CHE requests staff assistance from constituent units 6/72
2. CHE appoints Management/Policy Group
3. Management/Policy Group:
 - a. Identifies elements of Master Plan
 - b. Develops queries to be addressed
 - c. Appoints Resource Groups
4. CHE holds Colloquium Orientation meeting
5. CHE appoint Review and Evaluation Group
6. CHE approves interim report for transmittal to Governor 12/72
7. Resource Groups complete and transmit papers to Management/Policy Group
8. Management/Policy Group distributes Resource Group reports to Constituent units, Review and Evaluation Group, and other interested groups and individuals
9. Comments on Resource Group reports are submitted by Review and Evaluation Group, constituent units, and other interested individuals and groups
10. Initial Draft of Master Plan is prepared and distributed to constituent units and Review and Evaluation Group
11. Initial reactions are received and Draft of Master Plan is amended
12. CHE sponsors public presentation of amended Draft of Master Plan and solicits comments from all groups and individuals who are interested
13. Comments reviewed and evaluated and final draft prepared
14. Management/Policy Group receives final comments on final Draft of Master Plan from constituent units and Review and Evaluation Group, reports to CHE
15. CHE approves final draft of Master Plan and transmits it to the Governor and General Assembly 12/73

EQUAL OPPORTUNITY
SPECIAL NEEDS OF MINORITIES IN HIGHER EDUCATION
AND METHODS OF MEETING NEEDS

A REPORT TO THE
CONNECTICUT COMMISSION FOR HIGHER EDUCATION

BY THE
EQUAL OPPORTUNITY RESOURCE GROUP

MR. JOSEPH DOWNEY
DIRECTOR, PROGRAM OPERATIONS, COMMUNITY PROGRESS, INC.
CHAIRMAN

COMMISSION FOR HIGHER EDUCATION
P. O. BOX 1320
HARTFORD, CONNECTICUT 06101
FEBRUARY, 1973

February 13, 1973

Mr. Donald H. McGannon, Chairman
Commission for Higher Education
P.O. Box 1320
Hartford, Connecticut 06101

Dear Mr. McGannon:

Enclosed please find a copy of the report, "Equal Opportunity: The Special Needs of Minorities in Higher Education and Methods of Meeting Needs".

One of eight (8) resource groups working with the Commission for Higher Education in its development of a Master Plan, the Equal Opportunity Resource Group, having focused its inquiry on those minorities who are most acutely affected in higher education, has directed its attention specifically to Blacks, Puerto Ricans, and other Spanish-speaking peoples, Indians and women.

Numbering thirty-two members, the Equal Opportunity Resource Group, while reflecting a healthy cross-section of individuals and ideas, has had a common denominator: a genuine commitment to the creation of an open society in higher education, a society based on pluralism and respect for group identity.

Institutional changes to improve opportunities for minorities have not gone unrecognized; however, the present results are more noteworthy for their direction than for their progress. Notable increases of minorities in higher education will not result from "good faith" or "good will". While these are decidedly necessary, by themselves they are insufficient. Without institutional directives and enforcement, minority representation without discrimination and in proper proportion in higher education will remain entangled in little more than the rhetoric, rather than the reality, of "affirmative action programs," "contract compliance", "minimum standards" "enlightened personnel programs" and "sponsored mobility".

The recommendations contained herein purport to be neither all-inclusive nor greatly startling. Rather, our intent here, rising out of our major premises throughout our research and investigation, is to indicate some realistic and essential directions related to minority involvement in higher education in Connecticut.

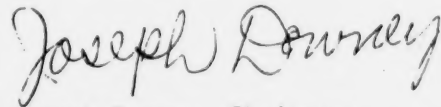
Some of the recommendations will require additional funds; however, our suggested approach is first to examine all the ways in which minority participation can be improved without additional money. Then we can look at areas in which additional money is needed - particularly in supportive services. It has been our experience that in instances in which additional money is needed for all students, the temptation is to use the excuse of minority needs to secure

funds. On other occasions, the plight of minorities has been used to "black-mail" the system: that is, without additional monies, minorities cannot be served.

The creation of the eight (8) resource groups has stimulated and encouraged a new dimension of involvement in higher education. The members of our resource group — representatives of constituent units and community groups alike — have agreed to remain available for further consultation and discussion. We stand ready to assist in the implementation of these or other similar recommendations.

We take this opportunity to express our appreciation for your enlightened leadership and for that of the staff of the Commission for Higher Education.

Very truly yours,

A handwritten signature in cursive script that reads "Joseph Downey".

Joseph Downey, Chairman
Equal Opportunity Resource Group

JD:jc

VII. EQUAL OPPORTUNITY: Special Needs of Minorities in Higher Education
Methods of Meeting Needs

Chairman: Joseph Downey, Director of Program Operations,
Community Progress, Inc., New Haven

Staff Associate: Linwood Robinson, Special Consultant,
Commission for Higher Education

Dr. Floyd BASS
Director, Center for Black Studies
University of Connecticut
Storrs

Dr. Arthur BANKS, President
Greater Hartford Community College
Hartford

Mr. Bradley BIGGS
Administrative Dean
Middlesex Community College
Middletown

Mr. Raymond BLANKS
Shanti School
Hartford

Mr. Carlton BOYD
Executive Director
Connecticut Talent Faculty Search
New Haven

Mr. Roy L. BROOKS
Student
Yale Law School
New Haven

Mr. Enrique BROWN
Student
Yale Divinity School
New Haven

Ms. Ernestine BROWN
Director, Upward Bound
Connecticut College
New London

Mr. Herbert COHEN
Attorney
Bridgeport

Mr. Francis COLEMAN
Special Assistant
Department of Children & Youth Services
Hartford

Mr. Norman DAVIS
Professor, Biological Sciences Group
University of Connecticut
Storrs

Ms. Barbara DeBAPTISTE
Assistant to the President for
Minority Affairs
Mattatuck Community College
Waterbury

Ms. Linda EDGERTON
Coordinator of Learning Resources
Mohegan Community College
Norwich

Mr. Michael FRANCOEUR
R. M. Francoeur and Associates, Inc.
Hartford

Mr. Lewis A. FYLES
Hartford

Dr. George HARRIS
Assistant Superintendent of Schools
New Haven

Mr. Theodore HOGAN
Chairman, State Commission on Human
Rights and Opportunities
New Haven

Mr. Myles HUBBARD
Bloomfield High School
Bloomfield

Mrs. Trudy JOHNSON
Department of Community Affairs
Hartford

Mr. Raymond LOPES
Deputy Commissioner
Department of Correction
Hartford

Mr. Albert MARTIN
Assistant Professor of Art
Central Connecticut State College
New Britain

Mr. Pedro MELENDEZ
Student
South Central Community College
New Haven

Dr. Phillip POWELL
Assistant Professor of Psychology
Yale University
New Haven

Mr. Alfredo RIBOT
Board of Education
Bridgeport

Ms. Maria RIVERA
Assistant Professor
University of Hartford
West Hartford

Mrs. Jacqueline SCHAEFFER
Hartford

Ms. Mitzi SILVER
New Haven

Dr. John STINSON, Jr.
Newington

Mr. Francisco VELEZ
President, Latin American Society
Meriden

Mrs. Constance Terry WILDS
Director of Community Relations
Western Connecticut State College
Danbury

Ms. Barbara D. Zow
Graduate Student
University of Connecticut
Storrs

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Gertrude Johnson
Jacqueline Shaeffer
Constance Terry Wilds

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Arthur Banks
Norman Davis
Albert Martin
Mitzi Silver
Francisco Velez

ACKNOWLEDGMENT

We appreciate the contributions of the many persons, too numerous to identify individually, who have assisted the Equal Opportunity Resource Group in the realization of this report. Their assistance should not be interpreted as necessarily indicative of their endorsement.

Deserving special mention is the substantive contribution of Minorities Involved in Higher Education, a group of one hundred (100) concerned and significantly involved citizens who have demonstrated a commitment to improved opportunities for minorities in higher education in Connecticut. Dr. Edwin Edmonds, Chairman of MIHE, has provided valued leadership. Contributors to the resources of MIHE and, in turn, to the Equal Opportunity Resource Group include Dr. Stephen Wright, Vice-President, College Entrance Examination Board; and Mr. Hugh Lane, Director, National Scholarship and Service Fund for Negro Students.

While many individual groups, working during the past several years on minority affairs, undoubtedly have had an influence on this report, one former group whose work has directly contributed to our efforts is The Steering Committee to Increase Higher Educational Opportunities for Minority Groups.

To those individuals and groups, unnamed as well as named, which have made any contribution to the improvement of minorities in higher education in Connecticut, we are grateful.

Consultants and Adjunct Participants

The Equal Opportunity Resource Group takes this opportunity to express appreciation for the valuable contributions of the following persons. Their assistance is not necessarily indicative of their endorsement.

Consultants

Dr. Francis J. Degnan
Director, Research and Publications
Connecticut Commission for Higher Education
Hartford, Connecticut

Mr. George Fox
Associate in Higher Education, Research
Connecticut Commission for Higher Education
Hartford, Connecticut

Mr. Robert Randolph
Chief, Contract Compliance Branch
Office of Civil Rights
Boston, Massachusetts

Adjunct Participants

Dr. Bernard Shea
Director of Research
Projects and Publications
Regional Community Colleges
Hartford, Connecticut

Ms. Gail Shea
Assistant Provost
Lecturer in Sociology
University of Connecticut
Storrs, Connecticut

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FOREWORD

"Our goal must be to move beyond racism and create an Open Society -- a society in which each human being can flourish and develop to the maximum of his God-given potential: a society in which ethnic and cultural differences are not stifled for monotonous conformity; a pluralistic society, alive, creative, open to the marvel of self-discovery."

-Whitney M. Young, Jr.

Mr. Young, quoted here from his book entitled Beyond Racism, has captured both the global scope and essential position of the Equal Opportunity Resource Group, one of eight resource groups working with the Connecticut Commission for Higher Education in developing a Master Plan.

While the Equal Opportunity Resource Group has been charged specifically with "the special needs of minorities in higher education and with methods of meeting needs," the members of this group have not been unmindful of the needs of the general student and faculty populations of higher education. Consequently, serious questions were raised regarding the extent to which various needs of the entire constituency are being met.

Addressing its central responsibility, the Equal Opportunity Resource Group accepted the following definition of "minorities":

"Having in mind that the nature of our inquiry relates specifically to education and that in this area there are several minorities, we shall direct our attention specifically to those minorities which are most acutely affected -- Blacks, Puerto Ricans and other Spanish speaking peoples, Indians and Women -- for if these groups are served all others will benefit."

Equality of opportunity, carrying with it more than the leveling of external barriers, has long consumed the thinking and energies of apostles of reform. One of the awful realities which apostles have had to face is that the system, whether societal or institutional, has been guilty of either "commission" or "omission". That is, the system either has worked to deny or has failed to promote equal access for all. The former has been accomplished largely through the admission and hiring practices of educational institutions. The latter, much more stealthy, is captured in Daniel Moynihan's phrase of "benign neglect."

Caught in the vortex of institutional and behaviorial racism, minorities might well ask, "If people of the institutions manifest personal prejudice, why are we trying to answer this problem through institutions?" Gunnar Myrdal (An American Dilemma, Volume I), speaking of people in institutions who manifest personal prejudice, offers a possible hope:

"...they obey different moral valuations on different planes of life. In their institutions they have invested more than their everyday ideas which parallel their actual behavior. They have placed in them their ideals of how the world rightly ought to be. The ideals thereby gain fortifications of power and influence in society. This is a theory of social self-healing that applies to the type of society we call democracy."

The society alluded to by Mr. Myrdal is similar to what Mr. Young envisions in "building an open society," one based on pluralism and respect for group identity.

Admittedly, an "open society" does not necessarily produce equality. Moynihan has observed, "...To the extent that winners imply losers, equality of opportunity almost insures inequality of results." The implication, that of inequality of individual results, is undeniable. On the other hand, viewing equality in terms of group results, Bayard Rustin notes, "It is

concerned not merely with removing the barriers to full opportunity but with achieving the fact of equality."

Former President Lyndon B. Johnson, in a commencement address at Howard University in June 1965, echoes Mr. Rustin:

"It is not enough just to open the gates of opportunity. All our citizens must have the ability to walk through those gates ... We seek not just legal equity but human ability -- not just equality, as a right and a theory, but equality as a fact and as a result."

Mr. Johnson added, strangely foreshadowing the position of the Equal Opportunity Resource Group:

"The time for failure is gone."

PART I

PRINCIPAL FINDINGS AND RECOMMENDATIONS

PRINCIPAL FINDINGS AND RECOMMENDATIONS

The following are the principal findings and recommendations of the resource group. As such, they reflect neither the range of deliberations nor the scope of the report. The "Body and Commentary" section presents a broader perspective of the issues addressed by this group.

1. Finding: (see pp 33-35)

Discernible percentage increases in minority enrollments occurred between 1970-1972 within independent institutions, community colleges and technical colleges. On the other hand, the percentage of minority enrollments in the University of Connecticut and in the four-year state colleges remained virtually constant.

The over-all percentage of full-time minority group students rose only 1% between 1970-1972.

Recommendation:

That institutions of higher education in Connecticut, with particular emphasis upon public colleges and the University of Connecticut, move resolutely to increase in significant numbers those students of minority groups.

2. Finding: (see pp 37-42)

While institutions of higher education within Connecticut have witnessed an increase in the number of minority faculty and administrators, the percentage of these groups within the institutions remains disproportionate to their composition within the general population.

Recommendation:

That (1) each constituent unit, through its Board of Trustees working

in conjunction with the CHE, establish goals and timetables, implementing an Affirmative Action Program to accelerate the recruitment, retention and promotion of minority faculty and staff; and (2) the CHE be charged with responsibility for receiving yearly reports from each constituent unit and for publicly announcing the efforts to increase minority faculty and staff in higher education in Connecticut.

3. Finding: (see pp 43-44)

The credibility of the Commission for Higher Education is in question because there are no minorities on the regular professional staff of this central state agency for higher education.

Recommendation:

That (1) the CHE move deliberately on hiring, in a full-time and regular position, a minority person as an Associate in Higher Education to represent the concern of the Commission for minorities in higher education in Connecticut; and (2) as vacancies occur, minorities be given equal consideration for all available positions.

4. Finding: (see pp 45-46)

The Commission for Higher Education and the Board of Trustees of constituent units, in legitimate positions to make critically influential decisions and/or policies affecting the state and direction of higher education in Connecticut, are composed of insufficient numbers of minority representatives to be adequately responsive to minority group concerns.

Recommendation:

That CHE and the Board of Trustees of each constituent unit not only increase their minority representation but also establish on each

governing body a Minority Affairs Committee (or Sub-Committee) to act on behalf of minorities and to publish a yearly report on the progress of each committee.

5. Finding: (see pp 47-52)

The admissions policies and practices of a number of institutions of higher education continue to deny unduly or to restrict severely the educational opportunities of many minority students who encounter unnecessary barriers and unrealistic measures of their potential.

Recommendation:

That (1) the State Legislature and the Commission for Higher Education view all institutions of higher education in the state as a single resource committed to the common goal of meeting the post-secondary educational needs of the citizenry of Connecticut; and (2) the State of Connecticut guarantee some form of post-secondary education to each high school graduate of this state; and (3) admissions practices include measures of attitudinal and motivational considerations as well as grade point averages.

6. Finding: (see pp 53-57)

With sufficient financial and academic undergirding, supportive services can be effective not only for students who have educational or economic disadvantages but also for institutions which seek alternatives to traditional modes of higher education.

Recommendation:

That (1) the Commission for Higher Education and the State Legislature develop and implement a system which awards to institutions a tuition differential (reimbursement) for each student requiring sup-

portive services for the first two years of his post-secondary educational career; and (2) the State Legislature, the Commission for Higher Education and the institutions themselves make full utilization of appropriate state and federal funds to develop cooperative arrangements which will enhance the supportive services already underway and provide for the creation of additional supportive service programs.

PART II
QUESTIONS AND ANSWERS

Questions and Answers

The Equal Opportunity Resource Group (Group VII), like every other resource group, was given a set of questions; designed to provide a frame of reference for the deliberations of the group.

Group VII has given serious consideration to the assigned questions, as well as to one question generated by the members themselves.

Question A: What are enrollments of minorities, including Blacks and Spanish-speaking in state's institutions of post-secondary education?

Answer: As reported by the Commission for Higher Education (see Exhibit "A" in the Appendix), the minority enrollments of full-time undergraduates in higher education for 1970 and 1972 are as follows:

PUBLIC COLLEGES

	<u>1970</u>		<u>1972</u>	
BLACK-----	1,488	3.9%	1,784	4.2%
SPANISH SURNAME-----	336	0.9%	406	1.0%
OTHER MINORITY-----	189	0.5%	190	0.4%
TOTAL MINORITY-----	2,013	5.3%	2,380	5.6%
TOTAL ENROLLMENT---	38,491		42,781	

INDEPENDENT COLLEGES

BLACK-----	1,059	3.7%	1,355	4.7%
SPANISH SURNAME-----	247	0.9%	340	1.2%
OTHER MINORITY-----	137	0.5%	226	0.8%
TOTAL MINORITY-----	1,443	5.1%	1,921	6.7%
TOTAL ENROLLMENT---	28,904		28,605	

ETHNIC BREAKDOWN

(PUBLIC COLLEGES AND INDEPENDENT COLLEGES)

	<u>1970</u>		<u>1972</u>	
TOTALS BLACKS- - - -	2,547	3.8%	3,139	4.4%
TOTAL SPANISH SURNAME- -	583	0.9%	746	1.1%
TOTAL OTHER - - - -	326	0.5%	416	0.6%

GRAND TOTALS

	<u>1970</u>		<u>1972</u>	
TOTAL MINORITIES---	3,456	5.2%	4,301	6.1%
TOTAL ENROLLMENTS---	67,395		71,386	

Additional Tables

For more indepth information on Fall, 1972 Minority student enrollment, see Exhibit "B" in the Appendix reflecting both full-time and part-time undergraduates.

Question B: What number of minorities are employed in Higher Education?

Answer: The number of minorities employed in Higher Education has been divided into two parts: (1) faculty and administrators and (2) non-professionals.

MINORITY TEACHERS AND ADMINISTRATORS IN HIGHER EDUCATION IN CONNECTICUT, 1972

<u>INSTITUTIONS</u>	<u>FACULTY</u>		<u>ADMINISTRATION</u>	
	<u>TOTAL FACULTY</u>	<u>(#) % MINORITY</u>	<u>TOTAL ADMIN.</u>	<u>(#) % MINORITY</u>
University of Connecticut	1,311	(39) 3.0	223	(20) 9.0
State Four Year Colleges	1,207	(59) 4.9	132*	(10) 7.6

Regional Community Colleges	511	(28) 5.5	208	(21) 10.1
Technical Colleges	<u>158</u>	<u>(2) 1.3</u>	<u>26</u>	<u>(0) 0.0</u>
TOTAL PUBLIC STATE INSTITUTIONS	<u>3,187</u>	<u>(128) 4.0</u>	<u>589</u>	<u>(51) 8.7</u>
Supported by Federal Government				
U.S. Coast Guard	124	(2) 1.6	32	(1) 3.1
TOTAL PUBLICLY SUPPORTED	<u>3,311</u>	<u>(130) 3.9</u>	<u>621</u>	<u>(52) 8.4</u>
TOTAL INDEPENDENT INSTITUTIONS	<u>3,103</u>	<u>(159) 5.1</u>	<u>532**</u>	<u>(46) 8.6</u>
TOTAL PARTICIPATION	6,414	(289) 4.5	1,153	(98) 8.5

*Excludes Southern Connecticut State College

**Excludes University of Bridgeport, Wesleyan and Yale

Figure 1.

Figure 1 above indicates that in 1972 Minority Faculty constitutes 4.5% of the total faculty, numbering 6,414; and the Minority Administrators are at the 8.5% level.

Additional Tables

For more in-depth information on Minority faculty and administrators, see Exhibit "C" in the Appendix.

NON-PROFESSIONAL EMPLOYEES IN HIGHER EDUCATION in CONNECTICUT, 1972

<u>INSTITUTIONS</u>	<u>Total Non-Professionals</u>	<u>(#) % Minority</u>
University of Connecticut	2,876	(222) 7.7
State Four-Year Colleges*	602	(18) 3.0

Regional Community Colleges	327	(24) 7.3
Technical Colleges	91	(8) 8.8
Total Public State Institutions	<u>3,896</u>	<u>(272) 7.0</u>
<u>Supported by Federal Government</u>		
U.S. Coast Guard	440	(27) 6.1
Total Publicly Supported	<u>4,336</u>	<u>(299) 6.9</u>
Total Independent Institutions	<u>5,218</u>	<u>(968) 18.5</u>
Total Participation	9,554	(1,267) 13.5

*Excludes Southern Connecticut State College

*Excludes University of Bridgeport and Wesleyan University

Figure 2 above indicates that in 1972 the Minority non-professionals constitute 13.3% of the total non-professional staff, numbering 9,554.

Additional Tables

For more in-depth information on Minority non-professional employees, see Exhibit "D" in the Appendix.

Question C: Should quota be established for admission of minority students and employment of minority personnel?

Answer: While we hesitate to use the term quota, the minority membership of each institution should reflect the percentage of minorities within the state. Furthermore, each institution should be aware of and concerned with the percentage of minorities in its immediate communities. The number of minorities

within an institution is one tangible evidence of the concern of that institution.

Educational institutions, enjoying financial advantages of tax exemption, should recognize and honor their responsibility to the state: to provide educational and employment opportunities to ALL of its people.

When a college accepts this educational responsibility, it is then the responsibility of the State of Connecticut to provide for each student a financial program which will enable him to accept the opportunities of higher education. Goals might be one way of addressing an Affirmative Action Program relating to the employment of minorities in higher education. The objectives would include the following:

1. To assure minority groups meaningful participation in the formulation of educational policy.
2. To establish a time table for accomplishment and a mechanism for the evaluation of progress in eliminating barriers to minority groups in higher education.

Minorities, exactly like other persons, dislike being judged by their minority identification, preferring to be evaluated by their individual qualities. Qualified minorities do exist. Nevertheless, higher education in Connecticut has made little progress in implementing an affirmative action program, a failure which is related, in large measure, to the customary ways in which applicants are sought for academic positions. Selection or replacement of personnel is often an in-group process, tending to exclude minorities. This simple yet complex procedure perpetuates racial, sexual and ethnic homogeneity of professional staffs. The process

may not be one of conscious exclusion, but the effects are the same as if it were.

Question D: Are minority groups adequately served by higher education in Connecticut?

Answer: No, minorities are not adequately served by higher education in Connecticut. Generally, the minority student must struggle with tremendous academic and financial pressures, as well as psychological and social problems of adjustment, merely to survive and to succeed from day to day.

If higher education in Connecticut is to be progressive, we must take steps to assure that there is accessibility and delivery of quality programs that will eliminate a growing sense of helplessness and futility among young people. It should be noted that academic ennui does not pertain only to minorities. If the quest for innovation in higher education is really an effort to give new directions to a society in which all people should be given an equal opportunity, then all students must be able to realize the end of their efforts. The Commission for Higher Education and the various institutions of higher education seem not to have conceived of minority concerns as being a permanent part of the function of the institutions. Consequently, when the demands of minorities are "accepted" by the institutions, they are thrown, without apparent care, into the scheme of the design. Such neglect results in confusion and frustration. What is needed is full, not supplementary, participation of minorities in higher education. Only then will the minority perspectives become a per-

manent part of the fundamental structure of the institutions.

Question E: Should admission practices make adequate provision for the admission of minority students viewed as marginal by traditional standards?

Answer: Yes, admission practices should make adequate provisions for such students. Some suggestions include the following:

1. Enlarge the scope of admission testing so as to recognize able students whose cultural backgrounds alter their performance on standardized tests in ways which may appear negative.
2. Establish admissions criteria related to the life goals of candidates. Eschewing dual admission criteria, encourage expanded and flexible criteria with individual students (that is, students as individuals) in mind.
3. Use talent-search programs and other community groups in identifying qualified students, and share institutional, human and physical resources with community groups to facilitate information dissemination.
4. Use current students to aid in the recruitment/counseling effort, recognizing and accepting the possibility of employing students under college work-study programs. Of particular value would be the use of minority group students to assist in helping potential students and their families in interpreting procedures and filling out forms. Directly related is the recommendation that key information and forms be translated and published

In appropriate languages, recognizing that families, not just potential students, will need to review such documents.

5. Involve Financial Aid Officers in the entire process of minority/low-income group recruitment.

6. Broaden "recruitment" procedures to embrace general "college counseling" and begin to contact students, particularly minority group students, at the 7th grade level:

a) Maintain contact, and follow through, with individual students during their subsequent school years -- i.e., practice "sustained admissions" methods instead of "creaming" the top few students annually.

b) Encourage earlier commitment of non-institutional scholarship aid so that sophomores and juniors can plan their college career with confidence.

7. Work toward cooperation rather than competition in sharing admissions, financial aid and minority information among post-secondary institutions in the state.

Question F: What supportive services should be provided for students admitted?

Answer: We cannot genuinely address ourselves to higher education supportive programs without carefully looking at the impact of elementary and secondary education on minority students. The determination of any supportive program should then be based on the needs of students entering higher education and their previous educational experiences. It is these past

educational experiences which have created the need for special admissions and supportive programs at the college level. Therefore, supportive programs should take into account the experiences which students have had in identifying the problem areas and dealing with them effectively.

More specifically, supportive services for disadvantaged students may provide, among other services:

1. Counseling, tutoring, and other educational services, including special summer programs to remedy the students' academic deficiencies.
2. Career guidance, placement or other student services to encourage or facilitate the students' continuance or re-entrance in higher education programs.
3. Counseling and encouraging students in identifying their educational objectives in undertaking programs of undergraduate, graduate or other professional education.
4. Financial support whenever needed.

Question G: Should institutions be responsible for providing day care facilities to enable more women to pursue studies or to join staffs of institutions?

Answer: Day care facilities should be provided for those women who wish to join staffs of institutions or attend class in order to update their skills for better employment. A secondary

benefit is that children of different races will have an opportunity to learn to play together, an experience which would have an impact upon their lives. Well-supervised day care facilities can provide the safety and care of youngsters which benefit the parents as well as the youngsters themselves. These services could be provided free for those who cannot pay; and for those who can pay, arrangements could be made to help defray the day care costs.

Institutions of higher education, with foundation or federal grants for support, must make day care a priority measure in their affirmative action programs. Yale has a model day care program which is said to demonstrate the kind of role a university can play in caring for a cross-section of children from the entire university population - students, staff, faculty.

It is clear that institutions of higher education can play a significant role in bringing about more and better day care programs by initiating model centers, developing standards of excellence in health, education and safety, as well as experimenting with innovative ways of delivering services. In this connection, college university centers can be models of teaching and learning, training and investigation. In addition, college or university day care centers provide counseling and guidance for community groups.

Question H: What increased activities should be used to recruit and retain minority faculty and administrators for institutions of higher

education?

Answer:

That black scholars and those with other minority group backgrounds be employed in increasing numbers as faculty members in Connecticut institutions of higher education is imperative. At this time, both central and academic administrative positions, as well as middle-level management or staff assignments in colleges and universities in the State, afford the most immediate and essential targets for an appropriate involvement of minority personnel.

Given the innocence, apathy or reluctance of academic departments currently to attract scholars with minority-group backgrounds as faculty members, these instructional agencies of the colleges and universities of the State must adopt an active commitment to secure increasing numbers of minority-group graduate students in all of the disciplines in which graduate degrees are awarded. Financial and other forms of supportive assistance must be available for many of these prospective graduate students with minority-group backgrounds, and emergency measures must be adopted to insure that these types of assistance are adequate. At the same time, strategies must be developed by graduate departments to attract those students with minority-group backgrounds who are not presently inclined toward Connecticut institutions for higher education because of their insensitive institutional images or their inability to become competitive. Current teaching assistantships and graduate scholarship awards in most of the

Connecticut institutions have limited appeal for minority-group students with outstanding credentials.

To some extent, the lack of significant progress could be remedied by a state law requiring public notice of all professional vacancies to be filled. These notices should appear in publications with national circulation, such as the Bulletin of the AAUP or the journals of various disciplines. There should also be a requirement that the positions be advertised as equal opportunity employment. There should be regular reviews of the recruitment process by an appropriate state agency to insure that recruitment is open, and there should be provision for strong penalties for failure of compliance.

Question 1: What curricular developments could be made to enhance the educational experience of minority students?

Answer: Frequently, minorities are better served by a program which recognizes, respects and takes into consideration the frequent academic deficiencies which a number of minorities exhibit as they move into higher education. Therefore, courses especially related to minorities and to their cultures should be offered, complementing the rather traditional curriculum. Such curricular developments would prove beneficial not only to minorities but also to the total student population.

Speaking specifically to the question of ethnic studies with

their curricular implications for higher education, MIHE (Minorities In Higher Education) urges the following:

"that all institutions of higher education in Connecticut involve minority students, faculty and administrators in planning and implementing programs of black studies or components of such programs within various department. Institutions must be tolerant enough to allow minorities to play a special role in determining the nature and appropriateness of these programs, recognizing the desire on the part of minority peoples -- and specifically Blacks and Puerto Ricans in this case -- to learn aspects of their history and culture in which this opportunity has not been provided them, and to gain the knowledge and skills requisite to a honest, and continuing commitment to meaningful education in the State of Connecticut."

Question J: What actions can be taken by colleges to improve relationships with minorities in surrounding communities?

Answer: There is an apparent need for all institutions of higher education to relate to the community which they serve if they truly are going to reflect some of the concern of that community. In many ways, institutions tend to stand aloof from the community in which they reside. Far too frequently, even when an institution is located in the midst of community life, there is a distinct absence of any influence which that community makes on the institution.

There should be a pronounced structure within the institution to relate the institution to the community. Too often, the existing structures tend to rely on traditional mechanisms, frequently relating more to school guidance than to understanding and utilizing all (or at least most) of the available community resources. Some examples of traditional

mechanisms seeking to effect institutional-community relationships, include the following:

- Urban League
- Concentrated Employment Program (CEP)
- Community Action Program (CAP)
- SEEK-OUT
- Connecticut Faculty Talent Search (CONNFACTS)
- Higher Education Center for Urban Studies (HECUS)
- Model Cities
- National Association for the Advancement of
Colored People (NAACP)
- Sororities and Fraternities
- Church and Community Centers
- Opportunity-Industrial Center (OIC)
- National Organization of Women (NOW)
- On the Job Training (OJT)
- Neighborhood Youth Corps(NYC)
- Upward Bound
- TRIO

While these groups have made and are making notable contributions to the improvement of institutional-community relations, additional steps can be and should be taken to move even closer to the diverse community which is served by the institution and of which the institution is a part.

Within the institution itself, there should be persons who are sensitive to and have been trained in drawing upon the dynamics of an urban minority community.

Specific actions which can and should be taken by institutions of higher education include the following:

- (a) That a position of community liaison and department of community affairs be established in each Institution.
- (b) That more minority persons hold decision-making positions at the policy-making level at institutions of higher learning. This need is pertinent for community involvement in relation to the following: (1) career training, (2) curricular development, (3) job training programs, (4) decisions affecting community affairs.
- (c) That institutions of higher education extend further the use of existing physical resources regarding community needs and services.

Question K: What special provisions should be made for education and employment of women?

Answer: While female teachers make up 21% of the total faculty in State Public Higher Education, women are frequently at lower salary levels than men. Using the annual median salary, men received \$13,810, while women averaged \$12,404.

The top one-fourth of the men faculty members receive salaries in excess of \$17,239, and the bottom one-fourth receive salaries in the range of \$12,189. For women, the top quarter receive less than \$11,204.

In the area of academic rank, women faculty members are not promoted to a high rank as quickly as their male counterparts, even if they hold doctorates from prestigious institutions and have published widely. Inasmuch as women far outnumber other minorities in academic, a determined effort is underway by leading women's organizations to gain greater recognition in higher education.

Looking at the question from a broader perspective, two additional groups of women, each with different needs, must be considered in response to this question. First, there is the group of "returnees", with some previous higher education, who wish to re-enter and complete the career course they entered and later abandoned. The second group comprises women with no previous higher education, to a degree inarticulate about their needs, perhaps unemployed housewives with aspirations or workers in ill-paid, entry-level jobs. Opportunities for both these groups have to be provided. For entering employment or for improving employment opportunities, skill and vocational training have to be provided.

The responsibilities for arranging the spectrum of services and opportunities will be spread over many agencies: higher education institutions, public agencies, voluntary organizations. Cooperative efforts must be developed for identification, recruitment, counseling and guidance, financial aid and advice, curriculum development and program flexibility.

In order for this to be accomplished, a primary consideration is that WOMAN'S LIFE STYLE AS WORKER AND MOTHER MUST BE RECOGNIZED AND PROGRAMS GEARED TO THESE SPECIAL NEEDS.

So long as woman is compelled to adjust to the Procrustean demands of educational and vocational opportunities tailored to men's tastes exclusively, improvement of educational job opportunities for women will be limited and unsatisfactory.

A variety of measures will need to be taken:

1. Brush-up courses for some professional groups
2. Catch-up programs for the re-entry people
3. Training and skill programs
4. Increase in decentralized activities
5. Multiplication of day care centers

A maternity leave policy that includes paid time off before, during and after the birth of a child; reinstatement to position at level of leaving, and no loss of seniority.

6. More women faculty as role models
7. Outreach recruitment through community groups
8. Women members of selection, admissions and policy committees in institutions of higher education
9. Women recruiters and employment office managers
10. Non-discriminatory advertising
11. Blind application forms in suitable circumstances to assure women interviews and equal consideration in job opportunities and school admission
12. Liberal credit transfer arrangements among institutions

of higher education

13. Part-time employment and study opportunities
14. Flexibility in job design and operations to allow women opportunities excluded by present design
15. Experiments with new forms of work detail and design to implement above
16. Effective compliance mechanisms and law enforcement in assuring equal opportunities for women

Granted, there are more minority personnel involved in higher education today than ever before. The central question is, "Is the participation of minorities at a level which exemplifies equal access for minority groups to higher education in Connecticut?"

The assistant director of the Office of Plans, Policy and Programs (U.S. Dept. of Labor, Office of Federal Contract Compliance), Miss Doris Wooten states without equivocation:

"When a company or organization pays women less than men who are doing the same jobs, or denies qualified women, advancement or access to certain jobs, not only is enthusiasm dampened, personal fulfillment denied, a valuable resource lost, but that company or organization is just plain breaking the law."

There is a disparity between the composition of the professional staff and the general population with regard to the inclusion of women and other minority groups. This fact is a manifestation of a lack of equal opportunity in the pursuit of academic careers. With but one or two exceptions, the plight of minorities results from the formal structure of higher education. While the structure does not disallow

the involvement of minorities, neither does it encourage their involvement on every level. Whether through goals and timetables, internal reporting systems, revised policies and employment and promotion, etc., higher education must take action to correct the present discriminatory practices as well as those which perpetuate the present effects of past discrimination. The practice of "benign neutrality" is neither defensible nor tolerable.

Question L: What input exists from minorities for program development or evaluation?

Answer: Very little input presently exists. The entire structure-- including the Governor's office, State Legislature, the Commission for Higher Education, and the Boards of Trustees, and the institutions themselves -- reflects marginal input from minorities. The inclusion of one minority person, who would not have the mechanism to communicate with the broader minority community, is inadequate for reasonable representation of the community and its needs. A broader representation on the advisory groups is recommended for each of these structures.

Question M: What special training might be undertaken to promote improved understanding and human relations?

Answer: There is presently an urgent need to provide for better understanding and communication of the various minority groups with other members of the academic community, and this need

will become more acute during the next five years. It is clearly imperative that the presence of these minorities on the campuses must increase, thus bringing into contact individuals and groups who previously had little interaction. This interaction involves considerable risk of developing into explosive situations, yet the interaction will provide a great potential for the promotion of a constructive and enriching interaction of these persons. The lack of sensitivity and awareness between social groups which fail to interact effectively engenders suspicion and hostility, leading to an in-group morality by which those not in the group are viewed in dehumanized terms. Nothing could be more alien to the great humanistic values implicit in higher education.

Those barriers are especially serious in their effect on relationships between students and teachers. Effective teaching and learning require a high degree of mutual trust and respect. The students must sense in the teacher or administrator a wholesome degree of human concern and sensitivity, and the students themselves should be able to avert unfounded mistrust and hypersensitivity.

Although these conditions are realized through much conscious effort in education and leadership, one effective device is a program such as the black-white sensitivity training laboratories now being conducted on some campuses. While participation in this training cannot be required or forced, the availability of the opportunity, plus some positive in-

ductions, can be very effective. The five-year plan should, therefore, promote and facilitate the development of such programs and should provide appropriately trained counselors to run them.

PART III

BODY AND COMMENTARY

30/31/32/33/34

the minority student who would not otherwise have an opportunity to succeed in higher education. This means that our institutions must consciously and sincerely seek to establish programs that will attract minority students and, beyond that, encourage and support them in working through the inevitable problems that confront them.

If higher education in Connecticut is to be progressive, we must take steps to assure that there is accessibility and delivery of quality programs that will eliminate a growing sense of helplessness and futility among young people; and this does not pertain only to minorities. If the quest for innovation in higher education is really an effort to give new directions to a society in which all people should be given an equal opportunity, then all students must be able to realize the end results of their efforts.

Findings:

1. Discernible percentage increases in minority enrollments occurred between 1970-72 within independent institutions, community colleges and technical colleges. On the other hand, the percentage of minority enrollments in the University of Connecticut and in the four-year state colleges remained virtually constant.

The over-all percentage of full-time minority group students rose only 1% between 1970-72.

Recommendations:

1. That institutions of higher education in Connecticut -- with particular emphasis upon public colleges and the University of Connecticut -- move resolutely to increase in significant numbers those students of minority groups.

Equal Opportunity and the Professional Staff

The professional staffs of the Connecticut institutions of higher education fail to meet the needs of our disadvantaged groups in several important aspects. There is a great disparity between the composition of the professional staff and the general population with regard to the inclusion of women and minority groups. This fact is a manifestation of a lack of equal opportunity in the pursuit of academic careers. The lack of women and minority groups in academic positions results in an educational setting that is undesirable for all students but especially for those from disadvantaged groups. A faculty and administrative staff composed predominantly of white males presents to the student body one more indication of the perpetuation of a social injustice. In view of its deep traditional commitment to idealism and humane values, the academic community should find this condition intolerable. To fulfill its highest purposes, academia should strive to be a model for its society rather than a mirror of its social ills. To the extent that it does reflect these ills and fails to make prompt and fundamental corrections, the institution of higher education is in a role of hypocrisy, if not perfidy.

The lack of women and minority groups on the professional staff detracts from the value of education, especially for students from these groups since they are deprived of models to emulate. Examples of success of persons from disadvantaged groups is of great importance as a source of motivation for young people from these groups. Moreover, such examples are important as models for students inclined to seek careers in education. Furthermore, these educators are in an ideal situation for directing talented students from disadvantaged groups into other appropriate professional careers and into roles of leadership.

Academic departmental priorities may also be successfully rearranged in

relation to current allocations of their resources for colloquium presentations and similar activities. Minority-group scholars and investigators from other universities may be invited to share the results of their research with both faculty members and graduate students during a single session or for a short-term guest professorship in one or more of the Connecticut institutions. Such contracts with scholars with minority-group backgrounds can enhance peer perspectives of departmental faculty in Connecticut institutions, while providing at least temporary role models for minority-group graduate students and others.

Other types of disciplinary as well as inter-institutional understanding and cooperation can also follow from deliberate attempts on the part of academic departments to invite minority-group scholars to make such brief visits to the campuses of Connecticut institutions for higher education. Wider use by academic departmental representatives of an existing agency such as CONNFACTS (Connecticut Faculty Talent Search) can facilitate the implementation of the foregoing strategies and procedures.

Open Staff Recruitment

In recent years there has been an increased interest in recruiting women and minorities for professional staff positions. However, considering the magnitude of the problem, relatively little progress has been made. This failure may be due in large part to the customary way in which applicants are sought for academic positions. Very often this is an in-group process and, therefore, tends to overlook, if not exclude, minorities. Recruitment proceeds mostly through acquaintances or through sister institutions. This limitation is one factor which contributes to the perpetuation of racial and ethnic homogeneity of professional staffs. The process may not be one of conscious exclusion, but the effects are the same as if it were.

To some extent this defect could be remedied by a state law requiring public notice of all professional vacancies to be filled. These notices should appear in publications with national circulation, such as the Bulletin of the AAUP or the journals of various disciplines. There should also be a requirement that the positions be advertised as equal opportunity employment. There should be regular reviews of the recruitment process by an appropriate state agency to insure that recruitment is open, and there should be provision for strong penalties for failure of compliance.

Minorities in Non-Decision-Making Positions

Staff or advisory roles in administration are appropriate for the inexperienced applicants with minority-group backgrounds, as they are for others seeking careers in educational leadership. Current experience in this state as well as in others should have demonstrated that traditionally short periods of tenure in administrative positions become even more foreshortened when seasoned administrators with minority-group backgrounds are invited to assume roles which become revealed as non-decision-making situations.

Influence and persuasion are the "tools-of-the-trade" for administrators in institutions for higher education. Although respect and the elements of progress which grow out of such dimensions of leadership must be earned, peer acceptance and consensus concerning desirable change are intimately related to institutional structure. Minority-group administrators cannot succeed in Connecticut institutions if the positions to which they will be attracted are not authentic and are not included in the pattern of organization of the colleges or universities.

Graduate Training of Disadvantaged Students

In order to recruit members of disadvantaged groups, there is a need to insure that there are well-trained and competent persons available from these groups. In addition to providing better opportunities for undergraduate education, there must be special help and inducements for the more talented of these individuals to receive graduate training. Since their disadvantage is often an economic one, there should be special fellowships and scholarships specifically for students from disadvantaged groups. This would amount to a deliberate investment in the education of these individuals as a means of correcting a wrong in our society.

Quotas and Goals

In assessing the need for affirmative action relating to the employment of minorities and women in higher education, two primary objectives, as set forth by the Steering Committee for Increasing Higher Educational Opportunities for Minority Groups, are crucial:

1. To assure minority groups meaningful participation in the formulation of educational policy in Connecticut colleges and universities.
2. To establish a timetable for accomplishment and a mechanism for the evaluation of progress in eliminating barriers to minority groups in higher education.

The first objective would have as one of its primary concerns the employment of minorities in our institutions of higher education. Such employment should take place on a variety of levels, namely staff, faculty, and administrative. Each of these areas has its own individual significance as well as an accumulative effect on the role of women and minorities in higher education.

When we speak of implementation and immediate action, the topic of quotas often comes up. It is objective (can be applied uniformly), points towards a definite goal, and has a numerical base which can easily be

checked and evaluated. Objectivity and clarity are highly desirable attributes; however, there is one outstanding weakness of this device, which is attested to by many, and that is its lack of flexibility. When considering diverse institutions with unique and changing needs, a more flexible instrument is needed which can fulfill the general requirements and yet be adaptable to specific situations.

The establishment of Goals cannot be considered a viable alternative to Quotas, owing to their greater flexibility and adaptability to varying situations. The U. S. Department of Health, Education and Welfare's definition of goals relating to the employment of women and minorities is a good one:

"Goals are projected levels of achievement resulting from an analysis by the contractor of its deficiencies and what it can reasonably do to remedy them, given the availability of qualified minorities and women and the expected turn-over in its work force. However, goals without meaningful and Affirmative Action are useless. Affirmative Action implies and should demand that institutions take positive and specific "efforts to recruit, employ, and promote qualified members of groups formally excluded, even if that exclusion cannot be traced to particular discriminating action on the part of the employer." (Higher Education Guidelines, Executive Order 11246, U. S. Department of Health, Education, and Welfare, Office of Secretary, Office for Civil Rights)

Institutional Plans for Corrective Action

With a policy of open recruitment for staff positions and a program providing for more training college teachers and administrators from disadvantaged groups, it should be possible to attain an appropriate composition of the professional staff within the span of this five-year plan. In part, this will require conscious effort on the part of leaders and various educational institutions. However, sole reliance on good will will not be enough. Each state institution should be required to prepare a comprehensive plan outlining the steps to be taken each year to bring

about the needed correction within five (5) years. Moreover, all other institutions of higher education which receive any state financial assistance should be required to submit such a plan to be eligible for aid. An appropriate state agency, augmented with broad civic representation, should oversee the implementation of these plans and, where necessary, take action against institutions which fail to show reasonable progress.

Findings:

2. While institutions for higher education within Connecticut have witnessed an increase in the number of minority faculty and administrators, the percentage of these groups within the institutions remains disproportionate to their composition within the general population.

Recommendations:

2. That (1) each constituent unit, through its Board of Trustees working in conjunction with the CHE, establish goals and timetables, implementing an Affirmative Action Program to accelerate the recruitment, retention and promotion of minority faculty and staff; and (2) that the CHE be charged with responsibility for receiving yearly reports from each constituent unit and for publicly announcing the efforts to increase minority faculty and staff in higher education in Connecticut.

The Commission for Higher Education: Credibility Gap

The Commission for Higher Education is one of the most influential bodies in higher education in the state of Connecticut.

This body was established by Public Act 330 in 1965 by the General Assembly and is responsible for the following:

- (1) coordination of planning for higher education throughout the state,
- (2) encouraging governing boards of the constituent units (Regional Community Colleges, State Colleges, University of Connecticut, State Technical Colleges) to initiate necessary plans for development and expansion and receiving such plans for approval,
- (3) conducting research and studies concerning the state's provision of higher education,
- (4) making impartial assessments of legislative proposals and budgetary requests for higher education and reporting thereupon to the Governor and General Assembly,
- (5) licensing and accrediting of programs and institutions of higher learning, and
- (6) preparing and publishing reports on the condition, progress and needs of higher education in the state.

Finding:

The credibility of the Commission for Higher Education is in question because there are no minorities on the regular professional staff of this central state agency for higher education.

Recommendations:

- (1) That the Commission for Higher Education move deliberately on hiring, in a full-time and regular position, a minority person

as an Associate in Higher Education to represent the concern of the Commission for minorities in higher education in Connecticut; and
(2) as vacancies occur, minorities be given equal consideration for all available positions.

Governing Boards: Their Representation

The following statistics reflect the over-all composition, as well as the minority representation, of the Commission for Higher Education and the Boards of Trustees of the constituent units:

<u>GOVERNING BODIES</u>	<u>COMPOSITION</u>	
	<u>TOTAL</u>	<u>MINORITY</u>
Commission for Higher Education	14	1
Boards of Trustees:		
Regional Community Colleges	12	1
State Colleges	12	3
Technical Colleges	9	1
University of Connecticut	15	2
Independent Colleges	Not available	

Because of the social pressures of the day which have been brought to bear on these agencies, each has at least a token minority person. The time for tokenism and windowdressing is past, and the composition of these bodies must reflect the compositions of the populations they purport to serve.

Finding:

The Commission for Higher Education and the Boards of Trustees of constituent units, in legitimate positions to make critically influential decisions and/or policies affecting the state and direction of higher education in Connecticut, are composed of insufficient numbers of minority representatives to be adequately responsive to minority group concerns.

Recommendation:

That the Commission for Higher Education and the Boards of Trustees of each constituent unit not only increase their minority representation but also establish on each governing body a Minority Affairs Committee (or Sub-Committee) to act on behalf of minorities and to publish a yearly report on the progress of each committee.

Admissions Policies in Transition

Introduction

Higher education is both a service to the recipient and a benefit to the investors, the people of Connecticut. The major function of higher education is to preserve and to advance the intellectual, cultural and scientific resources of our society; to contribute to their development and to transmit such factors to succeeding generations.

The Equal Opportunities Resource Group is convinced that the student population in Connecticut's institutions of higher education fails to reflect an adequate representation of minority students.

The variety of admissions policies which would allow any adult or high school graduate to gain admission to regular undergraduate degree programs varies widely among institutions in Connecticut. For example, a few of our more prestigious institutions are attempting to make themselves more accessible by lowering the minimum rank or grade average in order for a student to be considered for admission. While addressing themselves to accessibility, they must institute programs that will upgrade the skills of the students whom they admit, thus assisting students to meet their objectives and to compete successfully. Also, some four-year institutions are admitting students to the colleges whereby late or junior-year entrance into a specific program is dependent upon demonstrated skill in particular areas. The question which this admission policy raises is whether these institutions are preparing the students during the interim to be ready for acceptance in specific programs. The use of a retention policy, whereby there is no academic dismissal for a year or some extended period of time is another way some institutions make efforts to assure continued accessibility. However, if steps are not taken to develop continually the academic

proficiency during this probationary period, these students will inevitably fail. The two-year institutions also have differing admission policies which must be examined in terms of their suitability and functionability.

In other words, admissions policies vary from a lowering of minimum rank or grade to the admittance of any student with a high school diploma or the equivalent. There are also several models for alternative ways of delivering higher education which must be examined. Two examples of such programs are the University Without Walls experiment, funded by the Office of Education, as well as the United States and British versions of the concept of Open University.

Two Alternate Approaches

The University Without Walls is a consortium of colleges and universities offering several possibilities for graduate and undergraduate work that can lead to degrees. This educational experiment emphasizes a flexible curriculum, combinations of work and study, mobility of students among cooperating institutions, and the development of technological advances in teaching.

The Open University centers on the external degree -- one conferred for off-campus scholastic work -- and focuses on proficiency examinations in lieu of course work. The concept stresses delivered by educational television and supported by centers for testing, tutoring, and counseling.

People-Oriented

Admission personnel should utilize flexible criteria which relates more substantially to the ambitions and life goals of candidates. Criteria should reflect the individual as an individual rather than the old practice of evaluating the student according to prescribed and inflexible standards.

It is essential that our colleges and universities seriously devote them-

selves to increasing opportunities for minorities in higher education, to include a fairer and greater portion of minority students. Higher education in our state must provide maximum access to all who can benefit and who desire it. Therefore, considerable efforts must be made to involve minorities in higher education. A pool of admission personnel should be devised in order to recruit more effectively and to encourage minority students to seek admissions to institutions of higher education. This group, although representing different institutions, would facilitate efforts to attract and secure minority students.

Focus on the Community College: Entree for Minorities

In Connecticut there has been a recent upspring of the community college system which, in many ways, provides the opportunity for greater accessibility to higher education for the minority student. The community college has a special function among institutions of higher education. It must accept the challenge of offering comprehensive curricula, community services, continuing education, academic resources and suitable programs for transfer, career training and remedial education.

Some Considerations

Lest the concept of the "open door community college" become a "revolving door" principle, the following positions deserve the most serious consideration by all institutions concerned:

1. There should be a cooperative arrangement between the community college and four-year institutions in accepting transfer students and giving them appropriate credit for the work they already completed. Top priority should be given qualified students transferring from community colleges within the state.

2. Community colleges should be available within commuting distance to all persons. Without geographical accessibility, many minority students would be systematically excluded from attendance.
3. There must be a greater representation of minorities in the community college system. Enrollment of minorities must reflect their percentage within the total population.
4. Wherever possible, every student accepted into a program requiring compensatory education should receive the necessary commitment of resources to allow his or her engagement in an appropriate level of course work by the end of no more than two years.
5. Community colleges should remain two-year institutions and not be expected to become four-year institutions which move them away from the purpose they are expected to serve.
6. Career programs should be given full support and status within the community colleges. These programs need to be flexibly geared to the changing job market.
7. All financial barriers to enrollment for low-income students must be removed. The community college should charge no tuition or low tuition.
8. The community college must provide sufficient guidance and supportive services to assure that the open admissions concept will not become a "revolving door" practice, dashing the hopes of many students who cannot favorably compete in an academic atmosphere of the traditional educational order. Retention of students is directly related to the quality of the supportive services provided the marginal student.
9. Instructional methods must be predicated on the needs of the community college student; at the same time, academic standards must

be maintained. Otherwise, the program is designed for failure.

10. The open admissions policy has ramifications which relate directly to the elementary and secondary school systems in the state. It will be necessary at the elementary and secondary levels to strengthened programs so that graduates from high schools or the equivalent may enter post-secondary institutions with adequate preparation.

Even though the aforementioned proposals refer specifically to the community college, it should be understood that a similar stance must be taken regarding all institutions of higher education in an effort to deal more realistically with all facets of the problem of equal access to higher education for everyone.

A Caveat

The community colleges must not become a "dumping ground for minorities". As Dr. Stephen Wright (Vice-President, College Entrance Examination Board) states, "The open admissions policy must become a fact." In addition to opening its doors to all students, the community college must provide each student with the necessary resources (financial and supportive) to maintain himself throughout his college experience. It is also suggested that each student be given the necessary guidance in choosing a career that will be economically beneficial on the ever-changing job market.

In Counseling

Counseling services at all levels - vocational, educational, etc. - are essential to help minority groups to see the need for education and, having achieved it, to know how to use it properly. Counseling services must have persons who understand and can solve minority group problems outside the educational sphere. Through such assistance, minorities would be aided in becoming achievers in an academic situation.

Not Only for Minorities

While many minority students do require and benefit from supportive services, not all minority students have need for remedial programs. The academic, economic and cultural gaps among students which make supplementary programs critical are not synonymous with minorities. Consequently, many students - not only minorities - benefit from effective supportive services.

Findings:

The admissions policies and practices of a number of institutions of higher education continue to deny unduly or to restrict severely the educational opportunities of many minorities students who encounter unnecessary barriers and unrealistic measures of their potential.

Recommendations:

That (1) the State Legislature and the Commission for Higher Education view all institutions of higher education in the state as a single resource committed to the common goals of meeting the post-secondary educational needs of the citizenry of Connecticut; and (2) the State of Connecticut guarantee some form of post-secondary education to each high school graduate of this state; and (3) admissions practices include measures of attitudinal and motivational considerations as well as grade point averages.

Supportive Services

A Perspective

Minorities are not adequately served in the State of Connecticut because institutionalized racism prevents wholehearted cooperation and appreciation of problems inherent in being a minority person in the United States. The excuse that there is not a large minority group in Connecticut is not valid when looking at the size of minorities in the larger cities in Connecticut and comparing this number with the percentage of the school population. The fact that minority instructors, counselors, and school advisors are at a minimum in Connecticut also contributes to the fact that minorities do not receive adequate services. Minority persons tend to empathize and understand better than whites the many problems attendant to a black or Spanish-speaking person attending school and confronting problems that do not exist in his own environment. Often having an adverse impact upon educational endeavors, this situation could be relieved through widespread hiring of minority personnel who are better equipped to cope with these problems and through understanding that these problems do not go away with the addition of funds or the relocation in a particular geographical area.

The above problem has not only academic overtones but also sociological, social, and financial disadvantages, growing out of the inability of Connecticut to handle properly education directed to minority groups. A minority person often cannot move, nor should he be expected to move, from a ghetto atmosphere into a completely integrated school system and easily perform at the same level of competence as most whites. He can, however, if provided with proper counseling and understanding. It is also difficult to have minority persons adjust to certain social standards with which they

are not familiar - particularly in the beginning of one's educational program. Since in all walks of life they will encounter greater prejudice and discrimination than do other groups, it should be expected that minority persons will have misgivings about accepting whites and whites accepting them socially. Naturally, the financial implications tend to make this problem more severe. Connecticut has never allocated sufficient funds to study this program in depth and to provide the means to cope with the educational problems of inadequately served minority groups.

Some Designs

Contrary to popular belief, supportive programs do not ipso facto water down the quality of educational programs. Properly designed programs of supportive services concern themselves with the student's individual needs and assure that those needs will be met. Such programs structurally remove the obstacles and afford the student free access to quality education.

Some institutions offer a "bridge" summer to students entering a specific institutions for the fall semester. Through these programs, students receive academic strengthening the summer prior to entering a full-time program. Students who successfully complete the summer program are allowed to continue; and, in some cases, students are provided with continued academic support.

In other institutions, marginal students may be admitted for the regular academic year and provided services in the form of tutorial programs during the year.

Another alternative is to allow the special student to carry less than a full load during the first semester, making it possible for him to con-

concentrate on a reduced number of subjects with expectation of better performance.

There are many problems involved in the designing of supportive programs. One primary problem is the fact that academic support apparently comes after the fact. We cannot genuinely address ourselves to supportive programs in higher education without carefully looking at the impact of elementary and secondary education on minority students. The specific nature of a supportive program in higher education should be based on the needs of students as determined by their previous educational experiences; for these experiences have created the need for special admissions and supportive programs at the college level. Therefore, supportive programs should take into account the experiences which students have had in identifying the problem areas and dealing with them effectively.

Supportive services need not, however, be purely academically oriented. Minority students need to feel that they belong, that they are part of the collegiate community and that their presence is a positive contribution to the over-all profile of the institution. Programs and centers which provide an opportunity for student cultural enrichment are supportive because they provide a positive climate for growth and interchange.

Considerations:

1. All institutions of higher education in Connecticut should develop supportive programs in assuming their share of the responsibility for educating the disadvantaged.
2. The supportive program should be designed as an integral part of the college offerings, not an ad-hoc peripheral program.
3. Institutional financial support given to the student should be realistic

in terms of that student's individual needs, if supportive programs are to be successful in meeting the needs of the students.

4. Connecticut local business and industry, and professional organizations must begin to assume some portion of the responsibility for supportive services by providing special programs and resources.
5. The Commission for Higher Education must plan and seek implementation of financial support to graduate school level "intern" programs for low-income students interested in faculty and administrative careers in higher education in Connecticut.
6. Stipends for graduate students should be increased by \$1500.00 to free them for more effective concentration as developing scholars. Also, the forgiveness provisions in the present Scholarship Loan Programs should be increased. Arrangement should be made for graduate students, including an additional ten percent for working low-income communities while pursuing the graduate degree and for other means whereby low-income graduate indebtedness may be absorbed.
7. To eliminate the financial barrier--perhaps the most important barrier of all for minority students--a scholarship program that supplements federal programs should be established. This program, based upon assessed need, would divide the funds appropriately between community college graduates and those who enter senior colleges and universities directly from the high schools.
8. To prevent the admissions of minority students becoming a revolving door, supportive services would be provided where the need is indicated. Provided in both the community colleges and the senior colleges, these services would include but not necessarily be limited to special counseling, remedial courses, tutoring and organized instruction to effective methods of study.

Finding:

With sufficient financial and academic undergirding, supportive services can be effective not only for students who have educational or economic disadvantages but also for institutions which seek alternatives to traditional modes of higher education.

Recommendation:

That (1) the Commission for Higher Education and the State Legislature develop and implement a system which awards to institutions a tuition differential (reimbursement) for each student requiring supportive services for the first two years of his post-secondary educational career; and (2) the State Legislature, the Commission for Higher Education and the institutions themselves make full utilization of appropriate state and federal funds to develop cooperative arrangements which will enhance the supportive services already underway and provide for the creation of additional service programs.

APPENDIX

58/59

EXHIBIT A

60/61/62

NOTES ON COMPARISON OF MINORITY ENROLLMENT 1970 - 1972

A comparison of reports on minority student enrollment in Fall 1970 and Fall 1972 shows:

- The percentage of full-time undergraduate students represented by all minority groups rose from 6% to 6% over the two-year period.
- A total of 4,300 minority group students was reported as full-time undergraduates in all colleges, public and independent, in the State.
- The largest percentage increases were
 - a. In four-year independent from 5% to 6.8%.
 - b. In the Regional Community Colleges from 10.1% to 11.5%.
 - c. In the Technical Colleges from 5.6% to 6.8%.
- Percentage of minority enrollment remained virtually constant over the two-year period in the University of Connecticut and in the State Colleges.
- 3,140 Black students were reported in all colleges.
- Enrollment of black students increased from 3.7% to 4.4% in all colleges.
- Greater Hartford and South Central Community Colleges reported 29.2% and 28.7% respectively, the highest in the state.
- Among the independent colleges Wesleyan, reported the greatest percentage of black students - 11.1%.
- The 1970 Census in Connecticut reported 181,200 Negro citizens out of a total of 3,032,000, or 6.0%

A COMPARISON OF MINORITY ENROLLMENTS
AS REPORTED BY THE COLLEGES 1970 AND 1972
FULL-TIME UNDERGRADUATES ONLY

	1970					1972				
	NEGRO	SPANISH SURNAME	OTHER MINORITY	TOTAL MINORITY	TOTAL REPORTED ENROLLMENT	NEGRO	SPANISH SURNAME	OTHER MINORITY	TOTAL MINORITY	TOTAL REPORTED ENROLLMENT
PUBLIC COLLEGES										
CONNECTICUT PUBLIC SYSTEM										
Univ. of Connecticut										
Storrs	269	26	94	389	7,070	330	56	70	456	9,091
Groton	4	-	2	6	430	6	-	4	10	368
Hartford	8	2	9	19	293	6	4	3	13	752
Stamford	1	-	1	2	386	-	-	1	1	222
Torrington	-	-	-	-	245	-	-	-	-	115
Waterbury	1	1	6	8	228	-	1	-	-	293
SUB-TOTAL	283	29	112	424	8,652	342	61	78	481	10,841
STATE COLLEGES										
Central	89	23	11	123	6,692	129	32	17	178	7,067
Eastern	51	7	17	75	1,510	57	19	1	77	2,053
Southern	133	18	20	171	6,846	140	16	21	177	7,117
Western	34	45	3	82	2,424	34	15	25	74	2,650
SUB-TOTAL	307	93	51	451	17,472	360	82	64	506	18,887
REGIONAL COMMUNITY COLLEGES										
Greater Hartford	186	32	-	218	1,080	256	48	1	305	876
Housatonic	119	43	6	168	1,307	132	23	10	165	1,283
Manchester	44	11	3	58	1,510	39	22	3	64	1,976
Mattatuck	41	22	1	64	1,168	43	8	-	51	1,330
Middlesex	29	8	-	37	955	40	14	-	54	728
Mohegan	19	5	5	29	315	27	5	4	36	599
Northwestern	9	3	1	13	920	12	7	1	20	937
North Central	-	-	-	-	-	-	-	2	2	46
Norwalk	215	35	7	257	1,389	155	43	7	205	1,243
Quinebaug Valley	-	-	-	-	-	1	-	2	3	135
South Central	130	8	1	139	952	246	16	1	263	858
Tunxis	12	1	2	15	283	42	28	4	74	811
SUB-TOTAL	804	168	26	998	9,879	993	214	35	1,242	10,822
STATE TECHNICAL COLLEGES										
Hartford	35	9	-	44	636	20	7	-	27	555
Norwalk	38	10	-	48	711	48	18	1	67	685
Thames Valley	6	1	-	7	531	6	3	-	9	485
Waterbury	15	26	-	41	610	15	21	12	48	506
SUB-TOTAL	94	46	-	140	2,488	89	49	13	151	2,231
TOTAL PUBLIC COLLEGES	1,485	336	191	2,013	38,491	1,784	406	190	2,380	42,781

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A COMPARISON OF MINORITY ENROLLMENTS
AS REPORTED BY THE COLLEGES 1970 AND 1972
FULL-TIME UNDERGRADUATES ONLY

INDEPENDENT COLLEGES

	1970					1972				
	NEGRO	SPANISH SURNAME	OTHER MINORITY	TOTAL MINORITY	TOTAL REPORTED ENROLLMENT	NEGRO	SPANISH SURNAME	OTHER MINORITY	TOTAL MINORITY	TOTAL REPORTED ENROLLMENT
FOUR-YEAR COLLEGES AND UNIVERSITIES										
Albertus Magnus	11	6	-	17	540	10	7	3	20	407
Annhurst	2	-	-	2	397	2	-	-	2	281
Connecticut College	45	17	5	67	1,471	100	7	7	114	1,616
Fairfield Univ.	49	20	-	69	2,098	60	25	3	88	2,460
Holy Apostles College	-	-	-	-	72	2	1	-	3	54
Quinnipiac	63	6	3	72	2,090	94	8	9	111	2,096
Sacred Heart	29	17	-	46	1,602	35	27	2	64	1,266
St. Alphonsus	-	-	-	-	63	2	16	-	18	80
St. Basil's	-	-	-	-	24	-	-	-	-	17
St. Joseph	11	3	-	14	467	14	3	-	17	563
Trinity	68	15	8	91	1,487	88	12	10	110	1,625
Univ. of Bridgeport	120	13	6	139	4,754	125	29	11	165	4,213
Univ. of Hartford	107	41	8	156	3,666	153	42	10	205	3,877
Univ. of New Haven	85	9	2	96	2,385	119	5	10	134	2,473
Wesleyan	150	19	20	189	1,393	173	30	33	236	1,565
Yale	265	67	80	412	4,728	323	122	126	571	4,896
SUB-TOTAL	1,005	233	132	1,370	27,237	1,300	334	224	1,858	27,489
TWO-YEAR COLLEGES										
Hartford College for Women	14	6	-	20	190	13	2	1	16	183
Mitchell	18	5	2	25	656	8	3	-	11	422
Mt. Sacred Heart	-	-	-	-	19	-	-	-	-	21
Post Junior	15	2	1	18	548	34	1	1	36	450
Silvermine College of Art	6	-	2	8	174	-	-	-	-	-
Longview College	-	1	1	1	13	-	-	-	-	-
St. Thomas Seminary	1	-	-	1	67	-	-	-	-	40
SUB-TOTAL	54	14	5	73	1,667	55	6	2	63	1,116
TOTAL INDEPENDENT COLLEGES	1,059	247	137	1,443	28,904	1,355	340	226	1,921	28,605

EXHIBIT B

66/67/68

CONNECTICUT COMMISSION FOR HIGHER EDUCATION

TABLE 1A

MINORITY ENROLLMENT - FALL 1972
FULL-TIME UNDERGRADUATES ONLY

INDEPENDENT COLLEGES

<u>FOUR-YEAR COLLEGES AND UNIVERSITIES</u>	<u>Negro</u>	<u>Spanish Surname</u>	<u>Other Minority</u>	<u>Total Minority</u>	<u>Total Reported Enrollment</u>
Albertus Magnus	10	7	3	20	407
Annhurst	2	-	-	2	281
Connecticut College	100	7	7	114	1,616
Fairfield Univ.	60	25	3	88	2,460
Holy Apostles College	2	1	-	3	54
Quinnipiac	94	8	9	111	2,096
Sacred Heart	35	27	2	64	1,266
St. Alphonsus	2	16	-	18	80
St. Basil's	-	-	-	-	17
St. Joseph	14	3	-	17	563
Trinity	88	12	10	110	1,625
Univ. of Bridgeport	125	29	11	165	4,213
Univ. of Hartford	153	42	10	205	3,877
Univ. of New Haven	119	5	10	134	2,473
Wesleyan	173	30	33	236	1,565
Yale	323	122	126	571	4,896
Sub-Total	1,300	334	224	1,858	27,489

TWO-YEAR COLLEGES

Hartford College for Women	13	2	1	16	183
Mitchell	8	3	-	11	422
Mt. Sacred Heart	-	-	-	-	21
Post Junior	34	1	1	36	450
St. Thomas Sem.	-	-	-	-	40
Sub-Total	55	6	2	63	1,116

Total, Independent Colleges	1,355	340	226	1,921	28,605
Total, Publicly Supported (Table 1B)	1,837	424	201	2,462	43,908
GRAND TOTAL	3,192	764	427	4,383	72,513

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TABLE 1B
MINORITY ENROLLMENT - FALL 1972
FULL-TIME UNDERGRADUATES ONLY

PUBLICLY SUPPORTED COLLEGES

CONNECTICUT PUBLIC SYSTEM	Negro	Spanish Surname	Other Minority	Total Minority	Total Reported Enrollment
Univ. of Connecticut					
Storrs	330	56	70	456	9,091
Groton	6	-	4	10	368
Hartford	6	4	3	13	752
Stamford	-	-	1	1	222
Torrington	-	-	-	-	115
Waterbury	-	1	-	1	293
Sub-Total	342	61	78	481	10,841
State Colleges					
Central	129	32	17	178	7,067
Eastern	57	19	1	77	2,053
Southern	140	16	21	177	7,117
Western	34	15	25	74	2,650
Sub-Total	360	82	64	506	18,887
Regional Community Colleges					
Greater Hartford	256	48	1	305	876
Housatonic	132	23	10	165	1,283
Manchester	39	22	3	64	1,976
Mattatuck	83	18	1	102	1,378
Middlesex	40	14	-	54	728
Mohegan	27	5	4	36	599
North Central	-	-	2	2	46
Northwestern	12	7	1	20	937
Norwalk	155	43	7	205	1,243
Quinebaug Valley	1	-	2	3	135
South Central	246	16	1	263	858
Tunxis	42	28	4	74	811
Sub-Total	1,033	224	36	1,293	10,870
State Technical Colleges					
Hartford	20	7	-	27	555
Norwalk	48	18	1	67	685
Thames Valley	6	3	-	9	485
Waterbury	15	21	12	48	506
Sub-Total	89	49	13	151	2,231
TOTAL PUBLIC	1,824	416	191	2,431	42,829
SUPPORTED BY FEDERAL GOVT.					
U.S. Coast Guard	13	8	10	31	1,079
Total Pub. Supported	1,837	424	201	2,462	43,908
Total Ind. Colleges (Table 1A)	1,355	340	226	1,921	28,605
GRAND TOTAL	3,192	764	427	4,383	72,513

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TABLE 2A

MINORITY ENROLLMENT - FALL 1972
PART-TIME UNDERGRADUATES ONLY

<u>FOUR-YEAR COLLEGES AND UNIVERSITIES</u>	<u>INDEPENDENT COLLEGES</u>				<u>Total Reported Part-Time Enrollment</u>
	<u>Negro</u>	<u>Spanish Surname</u>	<u>Other Minority</u>	<u>Total Minority</u>	
Albertus Magnus	6	-	-	6	64
Annhurst	-	-	-	-	39
Bridgeport Engineering	5	5	8	18	345
Connecticut College	3	2	-	5	67
Fairfield	-	1	-	1	44
Holy Apostles College	-	-	-	-	24
Quinnipiac	24	4	2	30	831
Sacred Heart	21	12	1	34	909
St. Joseph	1	-	-	1	58
Trinity	3	-	-	3	71
Univ. of Bridgeport	13	14	12	39	1,390
Univ. of Hartford	30	16	5	51	2,806
Univ. of New Haven	27	5	2	34	2,352
Wesleyan	6	-	-	6	61
Yale	1	-	-	1	48
Sub-Total	140	59	30	229	9,109
<u>TWO-YEAR COLLEGES</u>					
Hartford College for Women	2	-	-	2	39
Mitchell	33	5	3	41	539
Mt. Sacred Heart					NR
Post Junior	1	-	-	1	183
St. Thomas Sem.	-	3	-	3	35
Sub-Total	36	8	3	47	796
Total, Independent Colleges	176	67	33	276	9,905
Total, Publicly Supported (Table 2B)	1,088	336	89	1,513	16,723
GRAND TOTAL	1,264	403	122	1,789	26,628

TABLE 2B

MINORITY ENROLLMENT - FALL 1972
PART-TIME UNDERGRADUATES ONLY

<u>PUBLICLY SUPPORTED COLLEGES</u>					Total Reported Part-Time Enrollment
<u>CONNECTICUT PUBLIC SYSTEM</u>	<u>Negro</u>	<u>Spanish Surname</u>	<u>Other Minority</u>	<u>Total Minority</u>	
Univ. of Connecticut					
Storrs	2	2	2	6	157
Groton	-	-	-	-	18
Hartford	11	6	2	19	117
Stamford	-	-	-	-	45
Torrington	-	-	-	-	21
Waterbury	1	1	-	2	28
Sub-Total	14	9	4	27	386
<u>State Colleges</u>					
Central	87	18	33	138	2,707
Eastern					NR
Southern	40	7	15	62	1,194
Western	12	2	5	19	598
Sub-Total	139	27	53	219	4,499
<u>Regional Community Colleges</u>					
Greater Hartford	194	67	-	261	650
Housatonic	105	46	3	154	1,130
Manchester	12	13	-	25	1,405
Mattatuck	36	6	2	44	853
Middlesex	45	23	-	68	887
Mohegan	79	14	2	95	497
North Central	-	-	-	-	191
Northwestern Connecticut	-	2	2	4	693
Norwalk	176	54	9	239	1,626
Quinebaug Valley	-	1	-	1	234
South Central	201	14	-	215	785
Tunxis	24	17	-	41	954
Sub-Total	872	257	18	1,147	9,905
<u>State Technical Colleges</u>					
Hartford	18	9	-	27	218
Norwalk	29	26	6	61	699
Thames Valley	12	3	-	15	470
Waterbury	4	5	8	17	546
Sub-Total	63	43	14	120	1,933
Total, Pub. Supported	1,088	336	89	1,513	16,723
Total, Ind. Colleges (Table 2A)	176	67	33	276	9,905
GRAND TOTAL	1,264	403	122	1,789	26,628

NR: No Report
 FJD:fer
 1/30/73

EXHIBIT C

TABLE 3A

FULL-TIME FACULTY - FALL 1972
SHOWING MINORITY REPRESENTATION

<u>FOUR-YEAR COLLEGES AND UNIVERSITIES</u>	<u>INDEPENDENT COLLEGES</u>				<u>Total Reported Full-Time Faculty</u>
	<u>Negro</u>	<u>Spanish Surname</u>	<u>Other Minority</u>	<u>Total Minority</u>	
Albertus Magnus	-	-	-	-	32
Annhurst	-	1	-	1	27
Connecticut College	4	2	2	8	144
Fairfield	1	2	5	8	169
Hartford Seminary	-	-	-	-	18
Holy Apostles	-	1	-	1	10
New England Institute	-	1	3	4	12
Quinnipiac	2	5	4	11	143
Rensselaer Polytechnic Inst.	-	-	1	1	15
Sacred Heart	1	2	-	3	58
St. Alphonsus	-	-	-	-	11
St. Basil's					NR
St. Joseph	-	-	-	-	46
Trinity	4	-	-	4	123
Univ. of Bridgeport	7	1	9	17	304
Univ. of Hartford	8	5	1	14	265
Univ. of New Haven	2	1	1	4	121
Wesleyan	9	4	2	15	272
Yale	33	12	21	66	1,271
Sub-Total	71	37	49	157	3,041
<u>TWO-YEAR COLLEGES</u>					
Hartford Coll. for Women	-	1	-	1	6
Mitchell	-	-	-	-	29
Mt. Sacred Heart					NR
Post Junior	-	-	1	1	19
St. Thomas Seminary	-	-	-	-	8
Sub-Total	-	1	1	2	62
Total, Independent Colleges	71	38	50	159	3,103
Total, Publicly Supported (Table 3B)	61	21	48	130	3,311
GRAND TOTAL	132	59	98	289	6,414

NR: No Report

FJD:fer

1/30/73

TABLE 3B

FULL-TIME FACULTY - FALL 1972
SHOWING MINORITY REPRESENTATION

PUBLICLY SUPPORTED COLLEGES

<u>CONNECTICUT PUBLIC SYSTEM</u>	<u>Negro</u>	<u>Spanish Surname</u>	<u>Other Minority</u>	<u>Total Minority</u>	<u>Total Reported Full-Time Faculty</u>
Univ. of Connecticut					
All exc. Health Center	18	2	11	31	1,136
Health Center	1	-	7	8	175
Sub-Total	19	2	18	39	1,311
<u>State Colleges</u>					
Central	5	6	13	24	422
Eastern	5	2	2	9	103
Southern	9	5	4	18	484
Western	3	1	4	8	198
Sub-Total	22	14	23	59	1,207
<u>Regional Community Colleges</u>					
Greater Hartford	1	-	2	3	50
Housatonic	2	-	1	3	62
Manchester	-	-	1	1	79
Mattatuck	2	-	-	2	52
Middlesex	-	-	-	-	45
Mohegan	-	-	-	-	26
North Central	-	-	-	-	4
Northwestern Connecticut	1	1	1	3	50
Norwalk	3	1	1	5	76
Quinebaug Valley	-	-	-	-	6
South Central	9	1	1	11	43
Tunxis	-	-	-	-	18
Sub-Total	18	3	7	28	511
<u>State Technical Colleges</u>					
Hartford	-	1	-	1	37
Norwalk	-	1	-	1	50
Thames Valley	-	-	-	-	33
Waterbury	-	-	-	-	38
Sub-Total	-	2	-	2	158
TOTAL PUBLIC	59	21	48	128	3,187
<u>SUPPORTED BY FED. GOVT.</u>					
U.S. Coast Guard	2	-	-	2	124
Total, Pub. Supported	61	21	48	130	3,311
Total, Ind. Colleges (Table 3A)	71	38	50	159	3,103
GRAND TOTAL	132	59	98	289	6,414

FJD:fer
1/30/73

TABLE 4A

ADMINISTRATION - FALL 1972
SHOWING MINORITY REPRESENTATION

FOUR-YEAR COLLEGES AND UNIVERSITIES	<u>INDEPENDENT COLLEGES</u>				Total Reported Adminis. Employees
	<u>Negro</u>	<u>Spanish Surname</u>	<u>Other Minority</u>	<u>Total Minority</u>	
Albertus Magnus	-	-	-	-	18
Annhurst	-	-	-	-	12
Connecticut College	4	-	-	4	34
Fairfield	3	-	1	4	63
Hartford Seminary	-	-	-	-	7
Holy Apostles	-	-	-	-	8
New England Institute	-	1	1	2	9
Quinnipiac	1	-	-	1	38
Rensselaer Polytechnic Inst.	-	-	-	-	1
Sacred Heart	1	-	-	1	22
St. Alphonsus	-	-	-	-	10
St. Basil's					NR
St. Joseph	-	-	-	-	20
Trinity	2	-	-	2	57
Univ. of Bridgeport					NR
Univ. of Hartford	19	7	2	28	150
Univ. of New Haven	3	-	-	3	44
Wesleyan					NR
Yale					NR
Sub-Total	33	8	4	45	493
<u>TWO-YEAR COLLEGES</u>					
Hartford Coll. for Women	-	-	-	-	6
Mitchell	-	-	-	-	11
Mt. Sacred Heart					NR
Post Junior	-	1	-	1	14
St. Thomas Seminary	-	-	-	-	8
Sub-Total	-	1	-	1	39
Total, Independent Colleges	33	9	4	46	532
Total, Publicly Supported (Table 4B)	47	3	2	52	621
GRAND TOTAL	80	12	6	98	1,153

NR: No Report

FJD:fer
1/30/73

TABLE 4B

ADMINISTRATION - FALL 1972
SHOWING MINORITY REPRESENTATION

<u>PUBLICLY SUPPORTED COLLEGES</u>					Total Reported Adminis. Employees
<u>CONNECTICUT PUBLIC SYSTEM</u>	<u>Negro</u>	<u>Spanish Surname</u>	<u>Other Minority</u>	<u>Total Minority</u>	
Univ. of Connecticut					
All exc. Health Center	16	1	-	17	112
Health Center	2	-	1	3	111
Sub-Total	18	1	1	20	223
<u>State Colleges</u>					
Central	5	1	-	6	89
Eastern	1	-	-	1	22
Southern					NR
Western	2	1	-	3	21
Sub-Total	8	2	-	10	132
<u>Regional Community Colleges</u>					
Greater Hartford	2	-	-	2	13
Housatonic	-	-	-	-	22
Manchester	2	-	-	2	30
Mattatuck	1	-	-	1	24
Middlesex	1	-	-	1	19
Mohegan	1	-	1	2	12
North Central	-	-	-	-	4
Northwestern Connecticut	-	-	-	-	15
Norwalk	2	-	-	2	21
Quinebaug Valley	-	-	-	-	7
South Central	11	-	-	11	28
Tunxis	-	-	-	-	13
Sub-Total	20	-	1	21	208
<u>State Technical Colleges</u>					
Hartford	-	-	-	-	6
Norwalk	-	-	-	-	7
Thames Valley	-	-	-	-	7
Waterbury	-	-	-	-	6
Sub-Total	-	-	-	-	26
TOTAL PUBLIC	46	3	2	51	589
<u>SUPPORTED BY FED. GOVT.</u>					
U. S. Coast Guard	1	-	-	1	32
Total, Pub. Supported	47	3	2	52	621
Total, Ind. Colleges (Table 4A)	33	9	4	46	532
GRAND TOTAL	80	12	6	98	1,153

NR: No Report

FJD:fer
1/30/73

EXHIBIT D

79/80

TABLE 5A

NON-PROFESSIONAL EMPLOYEES - FALL 1972
SHOWING MINORITY REPRESENTATION

<u>FOUR-YEAR COLLEGES AND UNIVERSITIES</u>	<u>INDEPENDENT COLLEGES</u>				<u>Total Reported Non-Prof. Employees</u>
	<u>Negro</u>	<u>Spanish Surname</u>	<u>Other Minority</u>	<u>Total Minority</u>	
Albertus Magnus	7	2	1	10	87
Annhurst	-	-	-	-	26
Bridgeport Eng.	-	-	-	-	5
Connecticut College	26	3	-	29	246
Fairfield	25	15	-	40	262
Hartford Seminary	-	-	-	-	32
Holy Apostles	-	-	-	-	4
New England Institute	-	-	-	-	22
Quinnipiac	4	-	-	4	83
Rensselaer Polytechnic Inst.	1	-	-	1	14
Sacred Heart	1	-	2	3	94
St. Alphonsus	-	-	-	-	7
St. Basil's					NR
St. Joseph	7	2	-	9	56
Trinity	9	8	-	17	187
Univ. of Bridgeport					NR
Univ. of Hartford	65	7	1	73	321
Univ. of New Haven	2	1	-	3	147
Wesleyan					NR
Yale	665	63	42	770	3,515
Sub-Total	812	101	46	959	5,108
<u>TWO-YEAR COLLEGES</u>					
Hartford Coll. for Women	2	-	-	2	19
Mitchell	-	-	-	-	45
Mt. Sacred Heart					NR
Post Junior	-	-	-	-	17
St. Thomas Seminary	2	5	-	7	29
Sub-Total	4	5	-	9	110
Total, Independent Colleges	816	106	46	968	5,218
Total, Publicly Supported (Table 5B)	242	43	14	299	4,336
GRAND TOTAL	1,058	149	60	1,267	9,554

NR: No Report

FJD:fer
1/30/73

TABLE 5B

NON-PROFESSIONAL EMPLOYEES - FALL 1972
SHOWING MINORITY REPRESENTATION

CONNECTICUT PUBLIC SYSTEM	<u>PUBLICLY SUPPORTED COLLEGES</u>				Total Reported Non-Prof. Employees
	<u>Negro</u>	<u>Spanish Surname</u>	<u>Other Minority</u>	<u>Total Minority</u>	
Univ. of Connecticut					
All ex. Health Center	21	13	-	34	2,180
Health Center	170	18	-	188	696
Sub-Total	191	31	-	222	2,876
<u>State Colleges</u>					
Central	5	-	-	5	361
Eastern	2	1	-	3	95
Southern					NR
Western	7	3	-	10	146
Sub-Total	14	4	-	18	602
<u>Regional Community Colleges</u>					
Greater Hartford	6	-	-	6	26
Housatonic	3	-	-	3	31
Manchester	1	-	-	1	57
Mattatuck	2	-	-	2	47
Middlesex	1	-	-	1	25
Mohegan	2	-	-	2	14
North Central	2	1	-	3	6
Northwestern Connecticut	-	-	-	-	25
Norwalk	4	-	-	4	53
Quinebaug Valley	-	-	-	-	4
South Central	2	-	-	2	13
Tunxis	-	-	-	-	26
Sub-Total	23	1	-	24	327
<u>State Technical Colleges</u>					
Hartford	1	2	-	3	22
Norwalk	4	-	-	4	23
Thames Valley	-	-	-	-	22
Waterbury	1	-	-	1	24
Sub-Total	6	2	-	8	91
TOTAL PUBLIC	234	38	-	272	3,896
<u>SUPPORTED BY FED. GOVT.</u>					
U.S. Coast Guard	8	5	14	27	440
Total, Pub. Supported	242	43	14	299	4,336
Total, Ind. Colleges (Table 5A)	816	106	46	968	5,218
GRAND TOTAL	1,058	149	60	1,267	9,554

NR: No Report
FJD:fer
1/30/73

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